

Course Outline
MUS 111/311 Music for Teachers of Young Children
February 9, 2001

Department: Music

Credit Hours: 3

Prerequisite: Formal acceptance into the ECD Program if student is taking class for ECD credit.

General Education:

Learning Outcomes: LO 3 – Aesthetic Awareness

I. Course Description

Provides the student with hands on experience in learning the musical skills necessary to work with young children (from birth to age eight). Students will learn to play both accompanying instruments and melodic instruments. Includes interaction with Pre-K and K-Grade 3 children in a classroom setting. MUS 311 for students with advanced standing, prior experience, and consent of instructor. Students in the upper level course are required to do additional readings, more extensive class projects and presentations, and are given increased opportunities to develop basic proficiency on melodic instruments.

II. Purpose of the Course

This course helps children understand other people and their cultures through music, and gives increased opportunities for social and emotional development. Music also provides a means for the aesthetic enrichment and growth of every child. It is essential that the Early Childhood Teacher possess basic music skills and the knowledge of resources in order to provide meaningful music experiences for the children.

III. College Learning Outcomes and Objectives

This course incorporates Lourdes College Learning Outcome:
#3 Aesthetic Awareness

IV. Course Objectives

1. Explain the value of music in the classroom.
2. Define the teacher's role in exposing children to music.
3. Demonstrate knowledge of the following musical elements: rhythm, melody, timbre, expressive elements, form, texture, and harmony.
4. Demonstrate the following musical skills: singing, playing instruments, listening, and movement.
5. Plan and facilitate developmentally appropriate classroom music which integrate music with other subjects.
6. Plan and facilitate developmentally appropriate music activities for inclusive classrooms.
7. Plan and facilitate developmentally appropriate music activities for multicultural classrooms.

8. Develop a portfolio containing age and developmentally appropriate music experiences including songs, music listening, music and movement, instrument playing, records, tapes, videos, and books.

V. Bibliography

Required Text(s):

Rozmajzl, M. and Boyer-White, Rene. *Music Fundamentals, Methods, and Materials For the Elementary Classroom Teacher*. (2nd Ed.) N.Y.: Longman. 1996.

Readings in Early Childhood Music Education. Music Educators: National Conference, Reston, VA. 1992.

VI. Topical Outline

<u>Week</u>	<u>Topical Outline</u>
1	Children and Music Teaching Rhythm to Children Introduction and a Look at the Child Developmental Appropriate Practice
2	Teaching Rhythm To Children Teaching Melody to Children Music in Early Childhood
3	Teaching Melody to Children Teaching Timbre to Children The Young Child's Playful World of Sound
4	Teaching Timbre to Children Teaching Expressive Elements to Children No Age is Too Early to Begin
5	Teaching Expressive Elements to Children Teaching Form to Children Awakening the Artist
6	Teaching Form to Children Teaching Texture to Children
7	Teaching Texture to Children Study for Mid Term
8	Mid Term Teaching Harmony to Children The Singing Voice Do Babies Sing a Universal Song? The Young Child's Playful World of Song
9	The Singing Voice Playing Musical Instruments
10	Playing Musical Instruments Listening Activities and Materials Awakening the Artist
11	Listening Activities and Materials Movement and Children No Age is Too Early to Begin

12	Movement and Children Lesson Planning Integrating Music with Other Subjects Multicultural Music Education
13	Lesson Planning Integrating Music with Other Subjects Multicultural Music Education
14	Integrating Music with Other Subjects Special Education and Mainstreaming Meeting Needs
15	Final: Written (Cumulative) Demonstration of Music Skills